Indiana State University

Academic Department Student Success Plan
Update: 2015-2018

CLASS OF 2016

Context for Plan Updates

At the August 27, 2015 Board of Trustees meeting, the Board reinforced that their number one priority for Indiana State was the improvement of the graduation rate, a statistic that for at least 15 years has doggedly stayed at approximately 20% in four years and 40% in six years. These statistics have been true despite 1st year retention rates that have fluctuated approximately 16 percentage points, a freshmen enrollment that has fluctuated up and down by more than 1,200 students, and average SAT scores that have varied more than 40 points, factors that one might normally think would impact a graduation rate. Truthfully, however, attention to graduation has only been a recent phenomenon as the state and nation have shifted the conversation about college from one of access to one of both access and completion.

A graduation rate is among the most difficult metrics to impact; four and six years are simply a long time and changes take time to work through the system. With the launch of the ISU Strategic Plan, much has been put into place to impact student success. This fall, the fruits of that effort have shown promising evidence of payoff. Our 2014-15 four-year graduation rate rose 3.9% in one year to 23.3%, the largest one year increase and the highest this statistic has ever been as long as this metric has been measured. It is also an annual increase that few institutions nationally realize. Hence, we now know that intentional effort can result in a more efficient educational experience and that when linked to ensuring that it is a high quality one, students benefit enormously.

Focused efforts at the department level are an important part in continuing the momentum. Utilizing the tools of good planning as reflected in this plan template, academic departments are asked to formulate updated goals, action steps, and benchmarks in two areas, retention (freshmen) and persistence to completion (sophomores through seniors). Departments that do not teach undergraduates are welcome to adapt this template for their purposes working with graduate students.

Blue Reports on the Institutional Research website as well as resources and reports on the Office of Student Success and University College websites are rich sources of data and insight on what departments can do. A new ISU report that has been provided to all department chairs entitled, *Why Undergraduate Students Leave Indiana State University* summarizes much of the research on ISU students into five themes and provides a list of 10 action areas that research has shown departments can impact student success. The Board of Trustees also has a priority on career readiness and thus strengthening a partnership with the Career Center, as informed by data from the *First Destination Surveys*, also facilitates student success and should be embedded in plans.

Thank you for your efforts and commitment to this top institutional priority.

Sincerely,

Michael Licari
Provost & Vice President for Academic Affairs

Joshua Powers
Associate Vice President for Student Success

Academic Department Student Success Plan Update
2015-2018

Department: Kinesiology, Recreation and Sport

Department Chair: Don Rogers

Department Mission: The mission of the Department of Kinesiology, Recreation and Sport is to provide student-centered programs and services that promote student success in and out of the classroom. We strategically implement student success through excellent teaching within exemplary programs delivered by faculty who are engaged scholars in their fields. Additionally, students are continuously supported across their chosen programs in ways that encourage professional and interpersonal development. Through curriculums built on industry best practices, rich with experiential learning opportunities; and a department culture that values inclusion, service, collaboration and meeting individual needs, we prepare students to enter the workforce who are highly competent, ethically sound and ready to meet the challenges of their profession.

Department Freshmen (1st year) Retention[1]. Goal(s):

Increase student retention rates by 3% each year over the next 3 years.

Action Steps (with dates & person(s) responsible):

1. Each major program (allowing for exceptions due to accreditation) will have a first year course (typically second semester) that introduces students to the specific requirements of the major regarding course work, practicum experiences, gpa requirements, available support resources, mentoring opportunities, professional development expectations, engagement opportunities at the university and within the department, and all other relevant introductory information that will help freshmen transition successfully into the major and into their life at ISU. Responsible Parties: Each program Coordinator will review their program with faculty to determine which course this is or could be, and if they do not have one, make the necessary adjustments to the program to include such a course.
    Timeline: This will be completed or in Curriculog by Fall 2016.
2. Evaluate course syllabi to be sure they clearly communicate procedural and learning expectations; are encouraging and supportive of student success; and provide specific components that will facilitate student success (i.e., includes all features of the course that will contribute to student success, and could even summarize them under a heading of "Success in this Course").
    Responsible Parties: At the direction of the Chair, each untenured faculty member will be encouraged to have their syllabi reviewed by the Faculty Center for Teaching Excellence for this purpose. The Chair will review all syllabi for compliance with university guidelines and for the purpose of this action item.
    Timeline: This will be completed by August 1, 2016.
3. Have required student performance outcomes (graded material) occur early in courses (within first two weeks) that identify when a student is underperforming, then meet with them to create an individualized plan for success in the course.
    Responsible Party: At the direction of the Chair, each faculty will be encouraged to implement this procedure in each of their courses.
    Timeline: Beginning with Spring 2016.
4. Be sure there are tutoring services available for all challenging courses and encourage students to use these services. Include this information on the syllabus and announce it in class.
    Responsible Parties: Program Coordinators will work with their faculty to identify these courses and then work with the Center for Student Success to be sure tutors are available.
    Timeline: Implementation will be expected for/during Spring 2016.

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[1] Departments w/o undergraduates can adapt the retention and persistence to completion sections to serve their graduate student success purposes or alternatively, integrate into the Other Goal(s), Action Steps, and Benchmarks of focal interest to department section at the end of the template.

5. Revisit program assessment plans and activities for the purpose of having mechanisms in place to identify and help underprepared/underperforming students in our courses and programs. These would specifically target first and second year courses with the intent of improving academic performance of all students.
Responsible Parties: Program Coordinators will work with faculty on their assessment plan design for these early courses with specific focus on evaluating student success and any potential remedies.
Timeline: This review will occur through mid-spring 2016 semester with recommended changes occurring prior to the end of the spring 2016 semester as reflected in Task Stream.

6. Keep costs to students as low as possible in our department, which would include keeping the number of program courses required to a minimum, only require fees if necessary, and make sure required course materials (including textbooks) are a necessity, and are as affordable as possible. Program costs were recently reviewed.
Responsible Parties: Coordinators and the Chair will assess if there are concerns in this area and how to address them.
Timeline: This review with recommendations will be completed by the end of Fall 2015, with changes being implemented by Fall 2016.

7. Identify students in our classes that are not in one of our majors or minors and engage with them individually to help them decide on a program in our area.
Responsible Parties: Each faculty teaching lower level courses will be tasked by the Chair to inquire within their classes and meet with these undeclared students before advising priority registration.
Timeline: Beginning with Spring 2016 and each semester going forward.

8. Make sure every student in one of our majors or minors has an advisor, knows where he or she is located, and meets with the advisor early in their first semester in the major/minor.
Responsible Parties: Our department student support administrative staff in conjunction with the program Coordinators will complete this task.
Timeline: Occurs every semester four weeks prior to priority registration.

9. Closely monitor student class attendance. Provide an attendance policy in all syllabi that indicates specific expectations and how attendance will be linked to course grading or outcomes. Faculty should reach out to students who are not attending in a compassionate way that encourages them to meet with their instructor to address attendance difficulties. Emphasize in all courses/labs the importance of regular attendance as it relates to learning and overall success in the course/lab. As this element presents a departmental requirement for syllabi, it will need to go through the department governance process.
Responsible Parties: A draft of minimum requirements will be created by program Coordinators and presented for faculty review.
Timeline: Draft for review to faculty by February, 2016.

Retention Benchmarks[2] (by latest department)	**Fall 2012 Cohort:** 81.82% (198 cohort total)	**Fall 2013 Cohort:** 83.77% (154 cohort total)	**Fall 2014 Cohort:** 76.13% (155 cohort total)
	Fall 2015 target: 80.5% This figure is an average of the previous three years off-setting the 13-14 drop.	**Fall 2016 target:** 83.5%	**Fall 2017 target:** 86.5%

Other Freshmen Retention related benchmarks of focal interest to department[3]

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[2] Department level current and historical retention and completion benchmark data to be integrated into the plan can be found through Blue Reports: http://irt2.indstate.edu/cms/ir/blue-reports/.
[3] A retention and completion rate is an essential benchmark, but it is not necessarily the only benchmark of interest to a department. Others of interest to the department can be integrated as well.

1. Faculty will communicate to all students expectations of high standards regarding their academic and pre-professional performance and provide continuous feedback regarding our belief in their ability to meet those standards. Reinforce this feedback with specific examples of them meeting expectations and ways they can continue to improve. While this is difficult to operationalize, it is identified as an important feature in underprepared student success. It will require faculty to be deliberate in their application of such feedback, and to integrate it into how they behave with their students.
Responsible Parties: This will be shared with faculty for discussion and the Chair will encourage them to implement the approach. Guidelines and suggestions will be provided by the Chair.
Timeline: First department faculty meeting in January, 2016.

2. Utilize Blackboard Gradebook as required, other Blackboard feedback features, written comments on returned materials, and in-person discussion as deemed necessary to provide every student with meaningful feedback regarding their performance on exams and other assigned course work, and make sure it is done in a timely manner (within two weeks as indicated in the Handbook). All faculty are expected to meet the minimum requirements of returned worked with feedback and use of Blackboard gradebook for posting grades, and going beyond these measures when individual students clearly need more support will be encouraged.
Responsible Parties: As a department, we will discuss what our collective expectations will be regarding feedback to students and how that will be communicated to students.
Timeline: Our first discussion about this will be our next faculty meeting, November 16, 2015 with an expectation that the core features are implemented in Spring 2016 syllabi.

3. Strategically work to strengthen our programs within our fields in ways that make them and our faculty known and respected. These efforts have the potential to improve the quality of our instruction, provide more legitimacy from the student's perspective regarding the relevance of their education, and recruit more students to our programs.
Responsible Parties: The Chair will work with program Coordinators and faculty to determine faculty development goals that strengthen both program and faculty.
Timeline: Meetings will occur over the next 4 months with tenure and tenure-track faculty for this purpose.

4. Purposefully create a culture in KRS that is student-centered and oriented toward student success.
Responsible Parties: A committee of faculty, staff and students will be formed to investigate what our current culture is and make suggestions for how we can improve our culture to make it more student success-oriented.
Timeline: This committee will be formed by the end of Fall semester 2015, with the expectation that they provide a report that includes specific actions for improvement by April 8, 2016.

5. Encourage students to become engaged in the KRS student club or other clubs on campus, depending on their interests, as well as keeping them informed of department and campus events. In first and second year courses, this should be a deliberate component that could include syllabus, blackboard and classroom announcements informing students of specific activities and informational resources, and even requirements for them to engage in campus and/or community activities as they are relevant to the course or goals of the program. Generally, we want to facilitate student engagement in program learning-related experiences and department/university/community social activities.
Responsible Parties: Student workers in our department will be required to maintain a calendar of on- and off-campus activities posted in the KRS lobby. They will also do research for faculty who are looking for specific topic-related experiences for their students.
Timeline: This will begin Spring 2016.

Department Persistence to Completion Goal(s):

Increase student four year graduation rates by 2.5% each year over the next three years; and six year rates by 3% each year.

Action Steps (with dates & person(s) responsible):

1. Evaluate all program curriculums for efficiency. This would include number of courses, when they are offered, ability to take multiple courses in the program concurrently, and the balance of course difficulty to volume of content.

Responsible Parties: Each program Coordinator will initiate this process.
Timeline: During Fall, 2015 semester with final changes, if determined necessary, in Curriculog by Fall 2016.

2. Evaluate the sequence of courses in all programs to be sure the content and course policies and procedures effectively help students achieve the curriculum's overall learning objectives. Program Coordinators will lead a discussion and share in written format with their faculty the program's comprehensive plan of student learning outcomes, and the strategies for how those are intended to be accomplished. This may result in suggestions for minor or major changes regarding updating the competencies, curriculum and/or how individual courses are conducted.
Responsible Parties: Program Coordinators in consultation with department Chair.
Timeline: This review will occur throughout Fall 2015 and spring 2016, with changes submitted to Curriculog no later than Fall 2016.

3. Identify students who are attempting and/or succeeding at "reinventing" themselves and encourage and facilitate their success. This could include direct faculty support, mentoring and tailored experiential learning opportunities. A detailed description of this kind of student at ISU will be provided to our faculty by the Center for Student Success with suggestions for implementing a process for identifying and supporting these students within our courses.
Responsible Parties: The Chair will coordinate with the CSS to schedule an in-service on this topic.
Timeline: Early February 2016.

4. Schedule all courses per degree map plans with high-enrolled and critical courses offered more frequently, including summer.
Responsible Parties: The Chair and program Coordinators will determine the upcoming 2016/2017 schedules with this as a criteria.
Timeline: With upcoming schedule planning this Fall 2015 semester.

5. Assure that online materials, including degree maps and the university catalog information are correct and up to date.
Responsible Parties: The Chair and program Coordinators will continuously monitor these materials for accuracy.

6. Design programs so they are as transfer and change-of-major friendly as possible, particularly from and to other units within the College of HHP.
Responsible Parties: The Chair and program Coordinators will review all programs for these features as they exist currently and as changes are being proposed.
Timeline: Beginning in January 2016, with all current program plans.

7. Plan an annual meeting with all Juniors in each program separately to discuss their progress to completion, their plans for practical experiences, their desires/plans for an internship, and their desires/plans for applying their degree when they graduate. This would include direction from the faculty on how to advance these completion benchmarks to planned goals and objectives, and providing the opportunity for individual students to make appointments with faculty to follow-up as needed to help them develop and accomplish their plans.
Responsible Parties: The Chair and program Coordinators will plan these events, and faculty from each program will participate in these meetings.
Timeline: This will begin Fall 2016 in mid-September.

8. Strengthen and expand our KRS student club to include students from all programs with activities they are motivated to engage in. Include faculty representatives from each major area. A vision of inclusion that supports student success in areas of retention, persistence, and career readiness.
Responsible Parties: The Chair, faculty volunteers and student members will continue to identify how the club can expand its scope of participation across all programs and what it will take to keep students involved.
Timeline: Beginning with the first club meeting in January, 2016, present the vision of the club.

9. Expand the practicum and internship opportunities we have available to students to give them a broader range of options in terms of types of experience, caliber of experience and location in the region.
Responsible Parties: This will be tasked to the Internship Supervisors of each program, assisted by the Chair and in conjunction with the Career Center.
Timeline: We have just begun this effort with the Career Center, and it will be ongoing.

10. Review all experiential learning components in our programs to make sure first, that there are experiential requirements across the entire sequence of the curriculum; and second, that the experiences are high quality, facilitated/coordinated by faculty as needed, and connected to specific learning outcomes as indicated, with

facilitated reflection by faculty within the classroom or online environment. It is also very important for safety and learning reasons that the experiences are appropriate for the students' current skill-set as they match up with the population being served, the direct supervision provided and the activities involved in the experience. This will be a collaborative process aimed not at reducing these opportunities, but instead at increasing the number, quality, relevance and safety of experiential learning opportunities available to our students.
Responsible Parties: Each program Coordinator will be responsible to request from faculty a description of all experiential learning activities required in their classes. These materials will be reviewed by Coordinators and the Chair to be sure they include these stated features.
Timeline: This process will begin Spring 2016.

11. Work with the Associate Dean to identify all students with the potential to graduate in a given year, determine specifically what those requirements are and communicate them in person with the student prior to Fall or Spring registration for the upcoming spring and summer semesters.
Responsible Parties: The Chair will coordinate this process with the Associate Dean and provide the information to each advisor.
Timeline: It will occur every semester.

12. Include PE 220/220L Human Physiology, in the next Course Transformation Academy.
Responsible Parties: The Chair and Dr. Feeback will lead this process along with the CTA university team.
Timeline: The next cycle is beginning Fall 2015.

13. All practicum and internship related activities will integrate services available from the Career Center while also complying with all existing and new practicum/internship policies that register and track these activities through the Career Center.
Responsible Parties: The Chair and Internship Coordinators/Supervisors will be responsible for working with the Career Center to understand these requirements and incorporate them fully into student preparation for the practicums and internships.
Timeline: These components must be in place by Spring 2016.

14. Faculty advisors must provide opportunities for each advisee to meet with them prior to priority registration to go over the student's progress to date, determine specifically what each upcoming semester will require based on their individual MySam plan, suggest summer courses if the student needs to get caught up with their program, and discuss practicum and internship interests, requirements and deadlines. It is essential for advisors to make notes in the student's plan regarding the outcomes of the advising meeting.
Responsible Parties: All faculty advisors are responsible for this objective, in conjunction with the Chair and Associate Dean.
Timeline: It is an ongoing task.

15. Have 100% compliance completing 3-week attendance, midterm grade and athlete progress reports.
Responsible Parties: The Chair and all part- and full-time faculty are responsible for completing these reports accurately and on-time each semester.

4-Year Completion Benchmarks (by latest department)	**Fall 2009 Cohort:** 21.48% (135 cohort)	**Fall 2010 Cohort:** 19.32% (176 cohort)	**Fall 2011 Cohort:** 21.14% (175 cohort)
	Fall 2012 target: 23.6%	**Fall 2013 target:** 26.1%	**Fall 2014 target:** 28.6%
6-Year Completion Benchmarks (by latest department)	**Fall 2007 Cohort:** 57.58% (99 cohort)	**Fall 2008 Cohort:** 57.26% (124 cohort)	**Fall 2009 Cohort:** 49.63% (135 cohort)
	Fall 2010 target: 53%	**Fall 2011 target:** 56%	**Fall 2012 target:** 59%

Other Persistence to Completion related benchmarks of focal interest to department

1. Make sure we know when a student is not registering due to a financial hold or academic probation and meet with him or her to encourage them to work through the situation and help them make a plan if needed.
    Responsible Parties: In conjunction with the Chair and Associate Dean, faculty will be informed of these students and asked to reach out to them.
    Timeline: This should be done every semester when the data about these students is available.
2. All faculty will be available to students in the majors and minors for consultation about courses, career choices, practicum/internship opportunities, and other related topics when students are seeking this information outside of the professional advising/scheduling they receive in our College or from University College.
    Responsible Parties: Our department will discuss specific procedures for this in upcoming faculty meetings and the Chair will draft those procedures for faculty review. We will do this in conjunction with recommendations from these advising centers.
3. To aid in deferring costs to students, faculty will know about all internal grants and awards that assist students with their studies, particularly with travel and lodging associated with experiential learning activities. Faculty will apply for these grants when they integrate travel/lodging/registration fees related expenses into their courses. Most of these awards are available through the Career Center and Center for Community Engagement.
    Responsible Parties: The Chair will facilitate the faculty being aware of these grants and faculty should actively
    Timeline: Seek them out every semester and be aware of the submission deadlines and criteria.
4. Work with the University Foundation to increase funding in our department scholarships in order to help qualifying students defray their education related costs.
    Responsible Parties: The Chair and faculty associated with specific endowments will work with our Foundation representative to monitor and increase these funds.
5. Improve our programs' marketing materials and online presence in ways that present us as professional, welcoming, supportive and student-centered with clear expectations and outcomes, including career prospects.
    Responsible Parties: The Chair, program Coordinators and interested faculty will work with other on-campus staff to update these resources.
    Timeline: This will occur over the remainder of the 2015-2016 academic year.
6. Utilize social media outlets that students frequent to keep them informed about university, department and club activities as well as other interesting and related events and student/faculty accomplishments. With so many students participating in experiential activities, it has the potential to spread the excitement about the fun and value of them.
    Responsible Parties: These activities are currently coordinated by the Chair, the Chair's Administrative Assistant and faculty in the department with expertise in this area. We already have these features in place, but they are not utilized to any significant degree.
    Timeline: A plan to expand and/or more effectively use these technologies will be drafted by this group and presented to faculty for consideration during the Spring 2016 semester.
7. Utilize outside expert speakers and the KRS Advisory Board to bring variety and current information about the field into the classroom and as featured speakers within the KRS student club activities. While a guest lecture may not attract many students, it could be integrated into a larger, fun activity. This would include inviting recent alumni to speak with students about their stories of success.
    Responsible Parties: Club KRS faculty volunteers, student members, and the Chair will work together to plan these events over the coming years.

Other Goal(s), Action Steps, and Benchmarks of focal interest to department[4]:

1. Improving the laboratory experiences of students in our science and activity labs is a current and future goal. As we look ahead to transitioning to a new facility, we are balancing the upgrade costs of our current facilities and equipment with the need to not over-invest in the current facilities. Keeping our lab and activity spaces well

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[4] Departments may have student success related goals, action steps, and benchmarks that do not fit neatly into the other categories. If so, feel free to place them here.

equipped and safe in order to deliver intentional, high quality learning experiences remains a priority. These experiences are highly valued by students and provide faculty invaluable scholarship resources.

2. Evaluate the purposeful application of scaffolding principles and techniques within each program curriculum. Prior to beginning or early in the program review process, the Faculty Center for Teaching Excellence at the request of the Chair will present a session on Instructional Scaffolding, including its principles, applications and effects on learning outcomes. This will likely occur early Spring 2016. The Chair is already working with the FCTE on this project.

3. In addition to our student club, schedule events for students and faculty that provide opportunities for students to interact with faculty outside the classroom and labs. These events could be seasonal and happen at the Sycamore Outdoor Center on in the community depending on the activity (for example a bowling league). This goal will be coordinated by the Chair's administrative assistant with help from department student workers, the Chair and other members of the faculty and student body. This will begin Spring 2016.